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ABSTRACT

A tutorial program which used students as tutors was conducted in the Seattle Public Schools during the 1971-72 school year as part of an ESEA Title I project. Called "Students Helping Students," the program used 40 seventh and eighth graders as tutors in reading, mathematics, and language for about 80 first through fourth graders. Following a one-week training session, two or four older students were assigned to each participating elementary classroom, one or two each day on alternate days for one hour. Evaluation of the program was conducted in four ways: evaluation by the program staff on a day-to-day basis, teacher assessment of tutee progress, absenteeism count of the tutors, and an attitudinal survey of both the tutors and tutees at the beginning and end of the program, as well as a feedback survey of the elementary teachers involved. Results showed that almost half of the tutees showed greater academic progress with tutors than without; 60 percent of the tutors improved their attendance records; and there was no significant change in attitude of either tutors or tutees. Anecdotal reports of the student helpers, interview readouts by the tutors, research summaries and evaluation instruments, and the program coordinator's evaluation are included as appendixes. (TO)

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ED 074473

FINAL REPORT

for

STUDENTS HELPING STUDENTS PROGRAM

1971-72

ESEA TITLE I PROJECT

Submitted to

SEATTLE PUBLIC SCHOOLS

Planning and Evaluation Department

Submitted by

Barbara L. Bremner

Program Manager

August, 1972

CS 000 449

FINAL REPORT

STUDENTS HELPING STUDENTS PROGRAM

1972
($6,738)

Barbara Bremner - Program Manager

I. Background

Students need to feel worthwhile and wanted. One characteristic of disadvantaged children is commonly a feeling of worthlessness. This manifests itself in the school setting as a poor attitude towards school. It is hypothesized that a primary student who feels worthwhile, wanted, accomplishing, etc., will exhibit a better attitude towards school as well as learn academic skills more easily than he would if he had the opposite types of feelings.

The project described in this proposal involved approximately 40 seventh and eighth grade students from Meany Middle School in Seattle, Washington, in the learning efforts of about 80 elementary school students (grades one through four) in three elementary schools (Leschi, McGilvra, Lowell) whose graduates later attend Meany. All of these schools have populations which range from 38% to 90% Black. In addition, the schools represent an economically disadvantaged area as indicated by the fact that the number of students eligible for free or reduced price lunches ranges from 20 to 50 percent for these three schools.

Standardized tests administered over the last two years reveal that these schools have concentrations of educationally disadvantaged students (stanines 1-3) ranging from 25.9% to 47.1% of their enrollment. (In a normal population only 23% of the students should be in this category.) Approximately 338 students in the three schools combined (35.8% of the enrollment) appear to be "educationally disadvantaged."

Reviewing similar efforts in inner city school systems across the country, it is seen that progress is made toward improving the attitudes of students and increasing their rate of achievement when older students act as tutors of younger children. The Youth Tutoring Youth Program of the Neighborhood Youth Corps and the Cross-Age Helping Programs designed by the University of Michigan Institute for Social Research are two prominent examples. In these cases, older students accepted responsibility for the learning of younger students, carefully guided their instruction, created simple instructional materials, and grew in sensitivity, skill and vocational aspirations themselves.

The Students Helping Students Program, as implemented in the first semester of the 71-72 school year, was a classroom program in which 7th and 8th grade middle school students helped elementary students to master academic assignments made by the elementary

classroom teacher. Eight elementary classrooms in the three schools previously mentioned, participated on a volunteer basis. A survey of participant attitudinal change was conducted by the Bureau of School Services and Research of the University of Washington for the Planning and Evaluation Department of the Seattle Public Schools. The final report of that semester's program featured the program manager's evaluation and described the changes which were implemented during the second semester.

II. General Objectives (Goals)

A. The Students Helping Students Program will provide individual attention to educationally disadvantaged primary students as they work on the basic skills of reading, mathematics and language. The efforts of older students will be utilized to guide and reinforce younger children as they practice skills prescribed by the teacher. The program will enable participating elementary students to build the sense of accomplishment and interest in learning which comes from successful experiences with school tasks.

B. By providing middle school tutors for educationally and culturally deprived children, the program will provide increased opportunities for meaningful and constructive oral expression. The oral exchange between tutor and tutee will be directed toward the building of a positive self image for both.

C. Participating students will develop a feeling of success and worthwhileness which will result in a better attitude toward school, teachers and learning.

III. Specific Objectives (Criteria)

A. The academic performance of participating elementary students will show substantially greater improvement during the tutoring period than was shown during the previous semester.

B. The participating elementary students' rate of absenteeism will be less than it was during the first semester. (This criterion was not used because the information was not readily available. Please refer to Section IV, part B, paragraph 3, on page 4.) The rate of absenteeism of the middle school student helpers was examined. Please refer to Sections V, part C, on page 6 and VI, part B, on page 8.

C. Participating students will manifest more positive attitudes toward school, teachers and learning at the end of the semester than they did at the beginning of the semester.

IV. Method

A. Program

This project was designed to have one or two students from the middle school come on a rotating daily schedule to an elementary classroom for a period of approximately on hour per day for a school semester. The purpose was to provide individual tutorial help to selected, disadvanted elementary students.

Thirty-five middle school students chose Students Helping Students as one of their elective courses in their middle school program for the second semester. Thirteen elementary teachers in three elementary schools, those previously mentioned, requested student helpers.

Following a week-long training program, the middle school students were assigned to classrooms at the rate of two (2) or four (4) students to each classroom. One or two students reported to the elementary classroom every other day for the entire semester. The other one or two students reported to the assigned classroom on the alternate days, thereby providing each elementary classroom with one or two middle school student helpers every day except Thursday. Every other Thursday, each middle school student helper attended a two period class at Meany Middle School in which the program manager and coordinator conducted seminars with the middle school students to help them improve their effectiveness in working with the elementary students.

The elementary teacher in each participating classroom identified the educationally disadvantaged elementary children to receive help. The teacher assigned the tutor/tutee matches on the basis of information received from the program manager and coordinator with the goal of making compatible pairs. Most of the elementary children were selected because they were performing below grade level in the particular subject area that the pair worked on.

The transportation of the middle school students to the elementary schools was accomplished with the Seattle Central Transportation Company. Two (2) twelve-passenger vans were used daily to accomplish the round-trip between Meany and the three elementary schools.

Materials used for orientation and training were those developed by:

1. University of Michigan, Center for Reserach on Utilization of Scientific Knowledge, Institute for Social Research, Orientation, Training and Related Materials, Cross-Age Helping Program

IV. Method

A. Program (Continued)

Manual published by Maxwell Printing Company, Inc., Plymouth, Michigan, 1969.

Through brainstorming, role playing, buzz sessions, general discussion, critiquing taped sessions of other participants, reporting and sharing experiences and group problem solving in seminars, the program staff tried to help middle school students improve the effectiveness of their efforts with the younger tutees.

2. National Commission on Resources for Young, Inc., 36 W. 44th Street, New York City, 10036. You're the Tutor; Tutoring Tricks and Tips; For the Tutor; Youth Tutoring Youth Manual for Trainers; Youth Tutoring Youth Manual for Supervisors; A Tutor's Handbook all developed with part of a grant from the U.S. Office of Education of the Department of Health, Education and Welfare.

These materials provided ideas and practical solutions to common problems shared by the tutors. They were made available to the tutors on a sign-out basis.

3. Educational Service, Inc., P. O. Box 219, Stevensville, Michigan 49127. Spice; Plus; Rescue; Probe. (See the Bibliography included in the Appendix.

These books as well as others listed in the bibliography provided lesson ideas for the tutors. They were also available to the tutors on a sign-out basis.

There were two kinds of parent involvement in this program:

1. Individual:
The parents of participating middle school students were contacted by letter and in some cases by phone calls. The parents gave their consent for their son or daughter to participate. During the course of the semester, the participants' parents were kept advised of progress and problems by means of phone conversations, person-to-person conferences, and written reports.

IV. Method

A. Program (Continued)

2. Parent Advisory Board:
The recommendation for the formation of this Board came from the Title I Advisory Committee at the time of their approval of this program for funding. The minutes of the meetings were included in the April Title I Interval Progress Report.

B. Evaluation

The evaluation of the Students Helping Students Program was conducted in four ways.

1. The first type of evaluation was an assessment by the program staff of the day-to-day operation and product of the program activities. This evaluation looked primarily at the effectiveness of the techniques, the way the participants responded to the training, and the apparent response of the tutees and their teachers to the student helpers. This information was accumulated through daily involvement of the program staff with the teachers, tutors and tutees, and from time to time with parents and principals.

2. The second type of information used for the evaluation was teacher assessments of student (tutee) progress during the second semester. The amount of progress each student (tutee) made during the second semester was determined by his teacher, compared against his progress of the first semester, and reported on a "Fact Sheet" provided for that purpose.

3. The third type of evaluative information was an absenteeism count. It was originally planned to do this at the elementary level examining the attendance of the tutees. But since this information was not available at the time of writing this report, it was decided to examine the attendance records of the student helpers. Their attendance for the semester that they were in the program was compared to their attendance for the semester that they were not in the program.

4. The fourth type of evaluative information was collected by the Bureau of School Service and Research at the University of Washington.

IV. Method

B. Evaluation (Continued)

Age-appropriate attitudinal surveys were administered at the beginning and end of the tutoring program to determine if school-related attitudes were modified during the tutoring program.

In addition, the reactions of elementary school teachers were assessed to determine ways to improve the program.

Reports were made to the agencies sponsoring this study, the principals and teachers participating in it, and the parents of the children who were the subjects of the project. Written comprehensive reports were made to the first two groups in February and in April. This report was similarly distributed.

V. Results

A. Assessment by the Program Staff

In the Appendix of this report are anecdotal comments for each student helper involved in the program during the second semester. As the staff observed these student helpers at work, they saw on various occasions 30 helpers out of the total 35 effectively using some of the tutoring techniques presented in the orientation and/or training seminars.

From daily conversations with the participating teachers, the staff would determine that 9 teachers were satisfied with all their student helpers, 4 teachers were satisfied with some helpers and dissatisfied with others, and none were dissatisfied with all their helpers. Of the total 13 teachers, 12 would be interested in having student helpers next year.

Of the total 35 student helpers, 3 were used in the classroom as general helpers to all. The other 32 helpers worked individually at one time or another with a total of 64 elementary students. Of the 64 elementary students who received tutorial help from student helpers, it is estimated that 46 benefited from the effort to build positive attitudes about school and learning; 34 benefited academically from the help; and 18 probably received little or no significant benefit from the help. Included in the Appendix is a sample collection of "Readouts" from taped interviews of student helpers telling about their tutoring experiences.

V. Results

A. Assessment by the Program Staff (Continued)

Initially, a parent for each student helper signed a permission slip for the student's participation in the program. During the course of the semester, the program staff conferred with 16 parents individually for the purpose of working out problems or making plans for special activities. Fourteen parents were invited to serve on the Parent Advisory Board. Of the 14, 3 participated.

The principals of all three elementary schools in the program endorsed the Students Helping Students Program. Each wrote a letter to Mr. Fred E. Breit, Deputy Superintendent, recommending that the program be continued.

B. Teacher Evaluation of Academic Progress

The "Title I Fact Sheets", prepared by the elementary teachers, could not be mass copied for distribution with this report. They instead will be delivered to the Title I Program Evaluator's office. These fact sheets provide the raw data for this type of evaluation; elementary student progress during the second (which was the tutoring) semester. It was difficult to get the teachers to complete these forms. Of the 64 elementary students who received tutorial help, only 48 were reviewed on the Fact Sheets. Of those reviewed, 47.9% (23 students), showed greater progress during the tutoring semester; 10.4% (5 students) showed slower progress for the tutoring semester; and 41.6% (20 students) showed the same progress as the first semester without tutoring.

C. Student Helpers Attendance Records

The school attendance records are not always accurate and sometimes are confusing. But a comparison was attempted for each student helper of the number of times absent in each semester of the school year. In order to compensate for a possible overall trend of greater absenteeism during the second semester, both first and second semester groups of student helpers were counted. Some student helpers could not be included in the count because they transfered in or out during the year and their records were not available. Of a total of 55 student helpers counter, 33 were absent fewer times during the semester that they were in the Students Helping Students Program; 16 were absent more times during the semester that they were in the Program; 5 were absent the same number of times each semester; and 1 (one) student was in the program both semesters. (Four transferred students were not counted and three other students were in the program but dropped out.)

D. University of Washington Bureau of School Service and Research Report

Copies of the complete BSSR Final Evaluation Report were mailed in July to Dr. Bottomly, Mr. Olaf Kvamme, and Mr. James Page all of Seattle Public Schools. Since that report is very thick, it will not be included in the Appendix of this Title I Final Report. However, there are 3 additional copies available on request from: Barbara L. Bremner, Meany Middle School.

The Bureau developed two instruments to measure the attitudes of the student participants in the Students Helping Students Program. The first was the "Student Attitude Survey" administered to the middle school student helpers before and after their participation in the program. It dealt with general school attitudes. The results showed no significant differences in the attitudes of student helpers before and after their tutoring experience. The second instrument used was the "Faces" test, designed to measure the general school attitudes of the elementary students who were in classes where the student helpers worked. The results yeilded a slight increase of positive attitudes after student helpers had worked in their classes, but the increase was not enough to be statistically significant.

Attached to the Middle School Student Attitude Survey was a section inquiring about observations in the elementary schools, and personal growth. The results here are varied; no clear generalizations emerge. A facsimile of the results is in the Appendix of this report.

Of the 20 "Teacher Feedback Surveys" sent out by the Bureau, only 9 were returned; 4 from teachers who had student helpers during the first semester, and 5 from teachers who had student helpers during the second semester. Of the nine (9), six (6) said that they would like to have student helpers again, one (1) omitted the question, and two (2) said they would not want to have student helpers again. Of the sixteen (16) students evaluated, twelve (12) received average ratings, three (3) received excellent ratings, and one (1) received a poor rating. Six (6) students were not rated because the name was overlooked or because in the case of one teacher, "it was too long ago to do an accurate job."

The teachers were asked to value rank certain characteristics that student helpers might have or develop. The three characteristics that the teachers felt most important were: 1) initiative in tutoring; 2) ability to interest students in learning; and 3) ability to teach skills. A facsimile from the Bureau's report showing the average ranks is in the Appendix of this report.

V. Results

D. U. of W. Bureau of School Service and Research Report (Continued)

(The program staff gave a similar evaluation form to the student helpers. The three characteristics that student helpers felt to be most important were: 1) interest in children; 2) ability to interest children in learning; and 3) friendly personality. A facsimile "Summary and Tally Sheet of the Student Helper Feedback Survey" is in the Appendix.)

In rating the program as a whole, 55% to 66% of the teachers who reported felt that the effects of the program in their room were good, and 33% of these teachers felt that they didn't know what the effects were or that the effects were insignificant. A facsimile tally sheet including teacher suggestions for improvements in included in the Appendix.

VI. Analysis

A. Academic Performance of Elementary Tutees

The first criterion of this program was partially satisfied according to the teacher assessments on the Title I Fact Sheets. Almost half of the tutees showed greater academic progress during the semester in which they had tutorial help. The program staff feels however that this is far from the whole story. The problem, alluded to before, of getting written reports from busy classroom teachers leaves the statistical findings incomplete. For more information the staff offers its observations described in the third paragraph, part A. under the Results section. The evidence here adds strength to the judgement that elementary students received substantial academic help from their tutors. Considering the hypothesis set forth in the first paragraph of the Background section, which discusses the importance of positive attitudes, it becomes hard to separate the academic performance from attitudes. The program staff therefore has determined that learning became significantly easier for the tutees with the moral support and instructional help of their tutors. When the student helpers were asked if they thought they had helped their students, almost all said, "Yes." (See "Summary and Tally Sheet of Student Helper Feedback Survey" in the Appendix) Information in the Readouts of the student helper interviews also supports this opinion.

However, the staff felt that the potential of the program was far greater than the results it produced. The Program Coordinator reviewed the effectiveness of the training

VI. Analysis

A. Academic Performance of Elementary Tutees (Continued)

techniques and described some of the frustrations and difficulties. Please refer to the "Program Coordinator's Evaluation" page 1, (Technique and Evaluation 1 and Technique and Evaluation 2), in the Appendix for a more detailed description.

B. Attendance Records of Middle School Student Helpers

It is a worthwhile objective to try to improve the daily attendance of students since they are academically handicapped by excessive absenteeism. It was a criterion of this program to demonstrate improved attendance by participants, thereby showing that participation in this program can encourage improved attendance. Unfortunately, the attendance records of the elementary students were not available to the program staff at the time of writing this report. Therefore, the staff examined the attendance records of student helpers, reasoning that their record is also a valid indicator of the program's potential influence. Since 60% of the student helpers improved their own attendance records (were absent less when they were student helpers than when they were not student helpers) the staff feels that the program played a significant role in making them want to come to school. The staff is eager to make a similar imquiry of the elementary tutees when the records become available in the fall.

C. Attitudes of Program Participants

The formal measurement of attitudes towards school, teachers, and learning conducted by the University of Washington Bureau of School Service and Research indicated no significant change for either the student helpers or the elementary tutees. However, the Bureau's report warned many times of the limitations of the instruments used, and the questionable validity of the results they produced. Some of the limitations cited in the Bureau's report were: using second semester pretest data as control group data; complications in testing conditions which included using student helpers as test aids and school closures because of snow; the low rate of reliability and validity of the "Faces" Test; using a modified version of the "Student Attitude Survey"; the change of the program design for the second semester which meant that most of the elementary students tested were not closely involved with a student helper; the recognizable capriciousness with which some students answered some items in the tests; the small percent of return on the "Teacher Feedback Survey". The Bureau evaluator summarized that "Global attitude changes" did not occur for the participants

VI. Analysis

C. Attitudes of Program Participants (Continued)

of the Students Helping Students Program and that, "individual student gains or losses appear to have been masked by group data analysis procedures." It is the recommendation of the Bureau evaluator that "Future evaluations would probably benefit greatly by use of more individualized assessment techniques (e.g. attendance records, anecdotal reports, interviews, observations, etc.) and correlational analyses."

All of the above techniques mentioned by the Bureau evaluator were used in one way or another by the program staff. A review of the evidence from this data indicates that gains were made in this program toward building positive, self-image attitudes of student participants. (Please refer to the third paragraph of part A under Section V. Results; and the Anecdotal Records and Interview Readouts in the Appendix.) Corroborating the informal data were items from Section III of the "Modified Student Attitude Survey". The statement, "I have greater confidence in my ability now than I did before," elicited a positive response from 61% of the student helpers. To the statements about "understanding people better" and "feeling more useful", 55% and 52% respectively, agreed that they did.

It is doubtful that this data can support a claim that attitudes about school, teachers and learning have changed or improved. That objective remains the unattained goal. But the program staff believes that having laid the foundation of the improved self-images, the objective of improved school and learning attitudes is achievable.

D. Parent Involvement

Although parent involvement was not articulated in the Specific Objectives Section of this proposal, the attempt was made to form a Parent's Advisory Board. For analysis of the results, please refer to page 2 of the "Program Coordinator's Evaluation", (Technique and Evaluation 4), which is in the Appendix of this report.

VII. Conclusions and Recommendations

A. Conclusions

In this first year of operation, The Students Helping Students Program accomplished only a portion of the stated objectives. But in so doing, it demonstrated that the values accrued to the student participants are expecially significant in the areas of self-image and human understanding, the attitude category of criteria. It appears that these human-type benefits occur almost automatically, with or

VII. Conclusions and Recommendations

A. Conclusions (Continued)

without emphasis on this aspect in the training phases of the program. The area that obviously needs guidance and input is in the development of tutoring skills for significant academic progress. The staff therefore concludes that a program carefully planned for teaching tutoring skills would bring about the most productive results in both categories of objectives; academic and attitudinal. (Please note also the Conclusions and Recommendations of the Program Coordinator on page 3 of that report in the Appendix.)

The program manager of the Students Helping Students Program has researched tutorial programs in the general Seattle area and across the country. There are materials available for guidance in starting and directing programs. (See the bibliography in the Appendix) The successful implementation however is no small trick. Generally, there are two types of programs: In-School programs and Out-of-School programs.

1. The out-of-school programs are those exemplified by the N.Y.C. Youth Tutoring Youth centers which usually operate after school and/or during the summer. The emphasis in these programs is definitely human relations. From research information as well as first hand observations, the actual academic learning that takes place is minimal or incidental, at least for the tutees. That is why teachers and school systems find it difficult to embrace these programs within the school operation or within the school day. These programs usually take place in inner-city or poor socio-economic neighborhoods.

2. The in-school programs vary in their nature depending upon who initiated the activity. The materials available for guidance in starting and directing a program (notably the Lippitt "Cross-Age Tutoring Program" and the Ontario-Montclair School District Title III Program both listed in the bibliography), require the involvement of the total school community that is to be served by the program with general administrators and principals spearheading the operation and all teachers in all buildings informed and on the band wagon. This is indeed an excellent way to conduct a program. But, realistically, there are not too many districts who have placed a tutoring

VII. Conclusions and Recommendations

A. Conclusions (Continued)

program high enough on the priority list to warrant this kind of attention in initiating it. So, many tutoring or cross-age helping programs have simply materialized where ever there is a motivated individual or teacher. These programs typically spring from Home Economics classes in child development or in elementary schools where intermediate-grade teachers and primary teachers work out their own arrangements. It is very difficult to learn what is actually happening in these tutoring programs. After the original format is established the students follow the schedule and the teachers seem to lose track of what really happens between the tutors and tutees. The sending teachers and receiving teachers sometimes never even meet each other. These programs usually take place in middle-class or suburban type neighborhoods.

With the knowledge accumulated through research, observation and experience, certain realizations come to light:

1. The student who accrues the greatest benefit from a tutoring experience is the tutor.

2. When students who have had no training for tutoring try to teach, their approach is not creative and fun-oriented as one would expect, but rather painfully pedantic.

3. The students who are below level in academic achievement are the students who are in greatest need of self-esteem building activities.

B. Recommendations

In view of the research findings, and in view of the results of the Students Helping Students Program, the following recommendations are made for the 1972-73 Central Region Students Helping Students Program:

1. <u>That the program operate entirely on a one-to-one basis</u>.

   Several Title I students at Meany would work individually with a program staff member for a period of 20 minutes a day for one week to learn a specific lesson and then prepare to teach that lesson. The following week, those Meany students

prepared to teach a lesson would travel to Madrona for the purpose of teaching that lesson to a Madrona Title I student. This activity would take place under the supervision of the program staff. The Madrona students who were tutored by Meany students would in turn travel to an elementary school for one period a day for one week to teach the lesson to a Title I student there.

2. That the emphasis of the program be skill development.

   The students who benefit most from being tutors are those who are the farthest behind in their own achievement. They are also the students who can least afford wasted time and misguided efforts. A skill development approach will make effective use of the preparation and training time, and will preempt their frustrations over lack of knowledge during tutoring sessions.

3. That the program work only with Title I students and that the coordination be conducted through the Title I Basic Skills Teachers.

   Some teachers felt that the student helpers should be screened or in some way selected for certain characteristics. This is an impossible task because there is no way to determine which students will be good helpers and which ones will not. The problem here is one of personalities and teaching styles. Therefore, by determining to work with the students in greatest need, and by working through those teachers trained to understand their needs, the potential for optimum results is high.

4. That the tutoring activity take place outside a student's regular classroom.

   The environment for learning should be as free as possible from limitations, such as restrictions on noise, and distractions, such as others looking on or competing activities.

The format described in these four points of recommendation present a program well suited to combine with the Title I programs already planned for Meany, Madrona and the elementary schools of the Central Region in the 1972-73 school year. A Title I proposal for operation will be written if this format seems feasible to Middle School principals and Director, and Title I program evaluators.

APPENDIX A

PROGRAM COORDINATOR'S EVALUATION

PROGRAM COORDINATOR'S EVALUATION

This evaluation will address itself to the effectiveness of our techniques and the way the participants responded to our techniques as they related to our specific objectives (Criteria).

1. TECHNIQUE:

The middle school students participated in a week long training program at Meany Middle School. These sessions, called seminars, included orientation to the systems and needs of the program as well as basic tutoring skills.

EVALUATION:

These initial seminar sessions were effective. Many of the middle school students were able to use the tutoring tools and resources provided by the program director and the program coordinator. These techniques enabled the tutors to help the elementary students improve their academic performance.

2. TECHNIQUE:

Every other Thursday, for the remainder of the semester, each middle school student helper had a two period class at Meany Middle School in which the program director and the coordinator conducted seminars with the middle school students to help them improve their effectiveness in working with the elementary students.

EVALUATION:

These remaining seminar sessions were generally ineffective. In the Student Helper Feedback Survey, thirteen (13) out of twenty-five (25) mentioned that the one thing they did not like about the program was the seminar class.

The middle school students found the technique of brainstorming to be difficult. Role playing was embarrassing for most of the Meany Middle School students. Discussions and buzz sessions were not effective. (Part IV. Method A. 1. on page 3)

The most effective means of sharing and reporting their experiences was by using the interviewing technique with tape recorders-- a one-to-one situation.

For each tutor to receive individual help during a class session involving 15 to 18 middle school students proved to be impractical. The tutors needed individual attention for their special needs. This they received during the times spent travelling on the bus, to and from the elementary schools. Bus time proved most valuable; (1) for gaining more insight into each tutor and to his/her needs, and (2) for providing guidance and help for the tutor. On the bus

2. EVALUATION (Continued):

were six student helpers and the coordinator. The coordinator conferred with each tutor on a one-to-one basis on the bus and supervised the tutors at the elementary schools.

3. TECHNIQUE:

The elementary teacher in each participating classroom identified the educationally disadvantaged elementary children to receive help. The teacher assigned the tutor/tutee matches on the basis of information from the program director and coordinator with the goal of making compatible pairs.

EVALUATION:

This was accomplished with information from the middle school counselors, their records concerning the student helpers, and the information from the elementary teachers regarding the elementary students (Anecdotal Evaluation-Marie Brooks).

The elementary teacher and coordinator conferred about each pair and the coordinator was in touch with each pair daily. The coordinator was the liaison between the middle school and the elementary teachers.

4. TECHNIQUE:

The parent involvement in this program was on an individual basis and through the formation of a Parent Advisory Board.

The parents of participating middle school students were notified by letter and in some cases by phone and home visits. The parents gave their consent for their son or daughter to participate. During the course of the semester, the participants were kept advised of progress and problems by means of phone contact, person-to-person conferences, and written reports.

The Parent Advisory Board for the Students Helping Students Program was formed March 8th to provide parent in-put.

Fourteen parents, chosen at random from all parents of all students in the program, were invited to attend. They were contacted by letter and by phone. Of the fourteen contacted, three attended. Two were parents of student helpers, one was the parent of an elementary student who was being helped.

Their strongest desires for involvement in the program were: 1) to observe the program in action, and 2) to help the tutors prepare assignments at home for the students to be tutored.

One of the parents on the board, the parent of a student helper, attended a two day workshop for the Youth Tutoring Youth Program, sponsored by the Seattle Public Schools Neighborhood Youth Corp.

After the April meeting of the Parents Advisory Board, two of the parents suggested that they organize all of the

4. TECHNIQUE (Continued):

involved parents, at both the elementary and the middle school levels, in a letter writing effort in support of the Students Helping Students Program. These were to go to the school administration. The parents were contacted and responded affirmatively. No follow-up on response was made.

EVALUATION:

The parents who did participate affirmed the value of the program for their children and expressed a desire for the program to continue. However, the board proved to be ineffective and unnecessary because of lack of participation. The parents wanted to be involved, said they would attend meetings, but did not, even when provided with transportation.

Phone contact, where possible, was most satisfactory.

CONCLUSIONS:

1. The most effective training of the tutors by the coordinator took place on a one-to-one basis.

2. To conduct effective group seminars for this program, the teacher needs to be well acquainted and experienced with the school in which he/she is working.

3. The coordinator was an effective liaison between the middle school and the elementary school. The role of a liaison and supervisor of tutors was successfully fulfilled.

4. The parent involvement in this program was most effective on an individual basis--letter, phone, or home visits.

RECOMMENDATIONS:

1. This program should be continued with this age group if it is done on a one-to-one basis.

2. The ability to teach basic reading and math skills is necessary for this job of supervising the tutors.

APPENDIX B

ANECDOTAL REPORTS OF STUDENT HELPERS

ANECDOTAL EVALUATION OF LOWELL TUTORS - SECOND SEMESTER

1. SHARON

Sharon saw in herself growth during the semester. Being small, she blended with the second graders. Their overt, sometimes temper-charged behavior caused her to curb her own temper. Sharon had to learn to assume a leadership role to accomplish the assignments with her tutees.

2. DIANE

Diane is below average of achievement herself. Interestingly, she assumed a no-nonsense, business-like manner in her tutoring sessions as if she felt from her own failure that getting the basics is important. Unfortunately, she was absent too much to win very much confidence from the teacher or make academic gains with her students.

3. MARILYN

Marilyn is herself an excellent student. But she is very quiet and seemed to be unable to exercise a leadership role with the students. Her degree of success on any given day depended upon the student with whom she worked and if that student felt like working or playing around.

4. RANDY

Randy was the only student helper who was with us both semesters. In his own words "It's my best thing." He worked in a class where he assumed specific responsibilities. For example, he programmed the students on the math machine, or he administered vocabulary inventory tests. By the end of the year he was often working with one special student who appreciated his help and attention. Randy's growth and development was a joy to us all. The teacher for whom he worked said, "Pretty soon Randy will be running my class." His reading teacher at Meany reported, "It has been a wonderful thing to watch that child bloom." When we first met Randy his expression seemed dull. It wasn't long before there was a light in his eyes.

5. KENNY

Of all the tutors, Kenny probably accomplished the most; not because he was the best at teaching a lesson or the most creative, but because his student, Gary, had such a great need. Kenny believed that Gary was smart. Not many others did. Kenny taught Gary that he could do good work.

6. CHARLES

There was a special mutual admiration between Charles and the teacher he worked for. The teacher recognized the special creativity that Charles possessed and Charles responded to being appreciated for his talents. He worked in the room with small groups, often conducting a math practice session or sitting with certain students at their seats helping them on a written assignment. Charles became a very important member of that first grade class largely because it was so important to him. His teachers at Meany saw improvement in Charles' emotional stability. When we asked their permission for Charles to accompany his class on camping and other field trips, they mutually felt that that was the most educationally important thing he could do.

7. TAMI

Absenteeism was Tami's biggest problem. She was often needed at home. But when she came, she enjoyed working with her student. Her student benefited from her help. Their relationship was easy and relaxed.

8. DENISE

Denise was an excellent tutor. But she had other problems and dropped out of the program mid-term. We were sorry to lose Denise.

9. ZELDA

Zelda is a capable, imaginative and friendly girl. She worked with her tutee in the classroom to help her learn how to organize her work. Zelda also reached out for the friendship of all the children in that class.

10. KIM

When Kim was with her students in the tutoring sessions, she was very understanding and gentle. However, she was sometimes rough with the children at recess time. Kim did not have a commitment to the program and was absent a lot towards the end of the year.

11. FELECIA

Felecia is very quiet. She attended regularly and was cooperative. She showed little enthusiasm but had a pleasant way with her students. I do not know if they made extra progress because of her help.

12. KATHERINE

Cynthia, a first grader, was immediately drawn to Katherine. They were good for each other because they had this special friendship. Katherine helped Cynthia through her lessons in a very responsible manner. Cynthia's teacher saw progress. In a phone conversation with Katherine's mother, she commented that it was about time she heard something good about Katherine for once.

13. JOHN

John worked with a first grade boy who has a great many perceptual problems. We discovered that he was not ready for some of the concepts that were being presented to the rest of the class. John liked being with his student very much. They made each other feel good. But he was unable to recognize his student's problems. So the academic progress was questionable.

14. MELISA

Skills, self-assurance, and creativity; Melisa has them all. She was good with her students and they learned with her help. But she remained somewhat aloof, with an understated enthusiasm. I wish she had become more personally involved with the kids.

15. PAT

Pat gave us some special problems. She is particularly rebellious against the adult world. But she has an excellent rapport with the children and she is academically competent. She cooperated very well with the teacher for whom she worked. Her teacher respected and appreciated the successful job she was doing. But Pat had some upsetting encounters with other teachers in the building. It was almost unbelievable how Pat could switch from being warm and friendly to being cold and uncommunicative. This created some tensions.

16. CRYSTAL

We didn't make it with Crystal. Her approach with the children was dictatorial and demanding. The tutees sometimes rebelled. Towards the end of the semester, they didn't want to work with Crystal. In the seminars, Crystal herself was disruptive and uncooperative. By the end of the semester, there was very little purpose in Crystal even going to her school. The teacher she worked with, however, kept on trying to make it work and never really gave up.

17. LAURIE

After almost a whole semester of resistance, Laurie finally gave up her act of being mad at the world and allowed herself to be conversational and friendly. She is an excellent student herself, but went through the lessons with her tutee in a very mechanical drill-like fashion. Despite the pedantic approach, her student liked working with Laurie and made progress.

ANECDOTAL EVALUATION OF McGILVRA TUTORS - SECOND SEMESTER

1. ROBIN

Robin worked with a small language arts group right in the classroom and did an outstanding job helping the members accomplish their "skills reinforcement" type lessons. Since Robin and her partner Michele wanted additional work, they helped the librarian. They had small groups for story telling and helped students find appropriate books to check out. Their service was significant to students and teachers.

2. LISA

Lisa was truely inspired. She has determined to be a teacher so she became deeply involved in this whole activity, from the tutoring to the seminars. She took a very dominant role in the tutoring sessions, but because of her deep caring attitude was still able to have a strong positive effect on the first grade girl she worked with.

3. MICHELLE

Michelle felt right at home working in the classroom of the teacher she had had for second grade. Michelle worked with Robin Appleford and together they made the significant contribution that was noted in Robin's summary.

4. SANDRA

Sandra worked with Kim Thomas. Together they helped a group of second grade girls in Language Arts. Sandra was responsible and understanding of the students' needs. She made an important contribution to the accomplishments of the students she helped.

5. KIM

Kim is very resourceful and thoughtful. She worked well with Sandra but she would have preferred to work with one student alone rather than with a group. She enjoyed seeing the students respond to her encouragement and watching their advancement.

6. NITA

Without a doubt, Nita was our leader. She was our weather vein in seminars. If she participated well, most of the rest did also, Nita worked differently at the elementary school than the rest. Usually she taught a gym class. She was very good at this and the fourth grade students cooperated with her and respected her as they would have an adult teacher.

ANECDOTAL EVALUATION OF LESCHI TUTORS - SECOND SEMESTER

1. PATTI

Patti did not take tutoring seriously. I feel that she and her student had a friendly relationship throughout the semester, but I do not think that Patti experienced any personal growth. Her student's progress was questionable.

2. GILBERT

Perhaps Gilbert's most outstanding contribution as a tutor was his enthusiasm for his job. Not only was he eager to tutor just one student, but also the entire class! He cared very much about the two boys with whom he worked. Their academic progress was important to Gilbert. Gilbert began his tutoring in a shy, quiet manner, and ended his tutoring most eager to try to teach the entire class. He gained self-confidence.

3. MARIE

Marie herself was a low achiever, academically. The students with whom she worked were low achievers. However, with her dependable assistance, her students progressed noticeably both in reading and math. Marie needed assistance from her elementary teacher and from me, but the fact that she cared about her students and really tried to help them was more important than her need for help from us. She was able to feel successful, a rarity in her life, I'm sure, because her students learned from her and progressed.

4. ANGELA

Angela was our quiet one, said very little, and, if so, it tended to be negative. However, with her students, she was talkative, positive, and helpful. I think that tutoring helped Angela like herself better than she did before tutoring. She was important to her students; she helped them and they liked her. At Meany, Angela often was alone.

5. TONI

Toni was one of our most creative and sensitive tutors. She drew from her own experiences to make the lessons meaningful for her students. She seemed to be able to sense what her student needed and to act accordingly. If her student was restless, they would take a walk outside, talk about what they saw, and practice words that were new. Her social maturity, I feel, helped her give the needs and desires of her students top priority. She went into the tutoring situation already feeling self-confident. Her students adored her.

6. KAREN

Karen was rather erratic. Sometimes she was very serious about her job of tutoring and eager to try new ways of teaching a task; other times she would take on the behavior of the grade school children with whom she was working. When the latter happened, she was not at all effective. When given a task, she would do it with dispatch and see to it that her student did likewise. Too often, though, she seemed more concerned with "playing." She was an able tutor in that she had the necessary skills. Her immaturity hindered her performance.

7. SAM

For Sam, being a tutor enabled him to take bus rides to get out of Meany for a few hours, and meant that he didn't have to go to some other class. He went through motions, did what he was told, but brought nothing of himself to his students. I daresay that he is no different now than he was before he began tutoring. Someday, the experience may be of value to him. I think that he wanted to like tutoring and wanted to do the job better, but, somehow, he lacked the confidence or maturity to do it. We never did find out what would make Sammy run!

8. CASSANDRA

Cassandra was able to use the tutoring tools provided for her in seminars and in the resource books and materials. She successfully helped her two students in math, was dependable and related well to her students.

9. REGINA

Regina often was reluctant to go to Leschi to tutor, but, once there, she really did a good job. The students were delighted to see her and all of them wanted her help. She was able to help in creative ways that the children liked, e.g. games. Her response to the children was positive and genuine. She was able to relate to the elementary teacher and to the students.

10. ROY

If only Roy had attended school more often! He was a quiet, sympathetic soul who easily won the hearts of the first graders. He simply did not show often enough to do any effective tutoring. When he was with his students, his manner was gentle, quiet, positive, and he saw to it that the student completed the assigned tasks.

11. KAYETTA

When I think of Kayetta, I think of a colt, who, having found a way out of the barn, away from control, really didn't know how to act. Even with prepared lessons from her elementary teacher and help from me, she found that concentration on the task of tutoring was difficult, if not, impossible. Her juvenile manner, not unlike the manner of acting of the first graders with whom she worked, hindered her effectiveness as a tutor. Her manner did not change over the semester.

12. JUANITA

Juanita wanted an easy "out." She thought that tutoring would be it. However, when she discovered that the tutoring required a degree of work, planning, and perseverance, plus caring about someone else, she decided that she wanted to transfer out of the class. We wanted her to stay with us, her mother stated that she wanted Juanita to stay with us; however, she did not. She simply did not show for classes, could not be depended upon, disappointed her elementary student, and was transferred out by her counselor. She used the rules to get what she wanted.

APPENDIX C

INTERVIEW READOUTS BY STUDENT HELPERS

READOUTS OF TAPED INTERVIEWS BY STUDENT HELPERS

Q. What is the student's name who you are helping?

A. Salina.

Q. How does she act in school?

A. Sometimes she likes to do her work.

Q. Does she like school?

A. Well, she doesn't like school because people tease her. She works more than others but she is still behind and that's why they tease her. She doesn't quite understand things that other people do understand. She's afraid to do her work because she thinks it will be wrong.

Q. Why do you think that?

A. Cuz, when I help her, if I give her something to do and then leave her, she won't do her work; she will just sit there and day dream. She has to do her work but she really doesn't want to. So she sits there thinking nothing.

Q. Now tell us about a particular lesson that you and Selina worked on. What was it?

A. It was math. It was like 3+ blank = 6. The whole class would look at it and they wouldn't understand it. They see the 3 and the 6 and they think it would equal 9. But it wasn't; it was 3+ blank = 6. So, like I had to help the class understand that "blank" there and how to find that number.

Q. How did you work towards that goal?

A. Well, we had bead racks and we had particular chips and they had six chips and had 6 = 5 + blank. So you take away five and see how many you have left. She had only one chip left and she had to write it down in the blank.

Q. Do you think that she understands.

A. Yes

Q. How do you know?

A. Well, I asked her if she understands, and she say, "No" so we go over and over and over it and then she says she understands. So I have her do it by herself. And she got it all right.

Q. Does she like it?

A. Yes, she likes it but she doesn't like it when she is doing something that the class isn't doing. Like when she's doing lower reading than anyone else. She just is not alert like the other people are.

Q. Could you have helped her understand that lesson better by doing something differently?

A. No. I think that I helped her alot because now she understands how to do math.

Q. What is the name of the student that you are helping?

A. Laura

Q. What grade is she in?

A. Second but she is big for her age.

Q. How does she act in school?

A. Well, she really is energetic; she is always raising her hand to answer questions and I think that she enjoys school but she doesn't do very well.

Q. Why do you think that she likes school?

A. Because I've seen her in class and it seems that she is always happy. She gets along with the other kids really well.

Q. Now, tell about a particular lesson you worked on with Laura.

A. Last time I worked with her I tried to help her learn the letter "b." What we did was, we played a game with another girl. I had both of them write down all the words that they could think of that began with the letter "b." The one who got the most words won the game.

Q. What was she suppose to learn from the lesson?

A. How to write and be familiar with the letter "b" and how to say it because the kids usually get it mixed up with the letter "d." They just need to get it straight in their mind.

Q. Do you think they liked this lesson?

A. They seemed to enjoy it especially because it was a game, not just a lesson.

Q. Do you think that they understood this lesson?

A. Yes, I think so. I tried to make it as simple as possible. And I think they understood and they seemed to enjoy it.

Q. How do you know?

A. Well, they laughed and they made jokes and seemed to have fun. They were giggling about certain words and sometimes they thought up words that really weren't words at all but they liked to think that they had made up a word of their own.

Q. Did they like having you work with them?

A. I think so because they stayed with me and we went outside and looked around and they seemed to enjoy being with me. Whenever I would come back they would get all excited when they would see me.

Q. Could you have helped them understand that lesson better by doing something else?

A. Well, they seemed to understand the lesson, but I suppose it could have been done another way as well.

Q. Please tell me the name of one of the students you work with.

A. Gary

Q. What does he look like?

A. Big.

Q. How old is he? What grade is he in?

A. About nine. In the fourth.

Q. How does he act in school?

A. Bad.

Q. Do you think he likes school?

A. No.

Q. Why do you think that?

A. Because he doesn't like to do his work.

Q. Why doesn't he like to do his work? Because the teacher doesn't pay attention to him?

A. Well, he thinks that he is being treated wrong because like everybody has different privileges and he is doing everything at a low level. Everybody is at the fourth grade level except him. He's doing like second and third grade work when he is supposed to be doing fourth grade work. He has a desk all alone where he has to do different work. He has different books and everything different. So most of the time he doesn't get to go out for recess or anything. He feels that he is not treated right.

Q. Now tell us about a particular lesson you worked on with him. What was the lesson specifically?

A. Math. Well, I helped him to understand the problems. See, I gave him a sheet of paper with some problems on it and he did them and got them mostly all right. He only missed about two. And so we went over that and I helped him with that. And he understood it very well.

Q. How do you know this?

A. When we did them again he got them all right. So he must have been doing something right.

Q. Please think of one of the children you have helped. What is his or her name?

A. Rex.

Q. What does he look like?

A. Small.

Q. How does he act in school?

A. Good.

Q. Do you think he likes school?

A. Yes.

Q. Tell us about a particular lesson that you worked on with him. What was the lesson?

A. We worked on reading.

Q. What was he supposed to learn from the lesson?

A. He learned a lot of new words.

Q. How did you work towards that goal?

A. I put the word down and, you know, the different syllables, and then tried to act it out.

Q. Do you think he understood?

A. Yes.

Q. How do you know?

A. Because he told me the words.

Q. Did he like having you work with him?

A. Yes.

Q. How do you know that?

A. Because I asked him.

Q. Please think of a student you have helped. What is her name?

A. Jill.

Q. What is she like?

A. She is small and she is quiet.

Q. What grade is she in?

A. First.

Q. How does she act in school?

A. She acts nice.

Q. Do you think she likes school?

A. Yes, from the way she works, she does.

Q. Tell us about one lesson that you worked on with her.

A. Adding and take-away. She was supposed to learn how to take-away.

Q. Did she learn that?

A. Yes, she learned a lot.

Q. How do you know?

A. The way she gives me all the answers; some she gets wrong and some she gets right.

Q. Does she like having you work with her?

A. Yes.

Q. How do you know?

A. The way that she is nice to me and does her work and I'm nice to her!

Q. Could you have helped her learn this lesson better by doing something differently?

A. Yes. I could have taken more time with her.

Q. What is the name of the student you are helping?

A. Myra.

Q. What does she look like? Is she big?

A. She is average. I think she is 8 or 9. I'm not really sure. She's in the fourth grade.

Q. How does she act in school?

A. Pretty good. She is kind of shy.

Q. Now, tell us about a particular lesson you worked on with her.

A. Well, I teach her language arts. One day we went on just a small quick field trip out to the play field and we just sat there and we read most of the time and then we played around and that was about it.

Q. What was she supposed to learn from the lesson?

A. How to say her words because she can't pronounce many of her words.

Q. How did you work towards that goal?

A. If she didn't know the word then I would have her sound out the first sounds and then the last sounds and then she would get it after that.

Q. How do you know she understands?

A. She seems to be getting it easier and she could say the words at the end that she couldn't say at the beginning. And she would laugh when she got them right.

Q. Please think of one of the children you have helped. What is his name?

A. Joey.

Q. What does he look like?...Size.....Age.....Grade.....?

A. Well, he is kind of grubby and dirty with long, darkish hair. He is medium size for his age, around six years old, and in the second grade.

Q. How does he act in school?

A. He's sort of mischievous and sort of plays around all the time and fights with the boys all the time.

Q. Do you think he likes school?

A. Not really, but it's something to do. He can come to school to get away from home.

Q. Does he do something to make you feel this way? Why do you think this?

A. Just kind of his personality.

Q. Now tell us about a particular lesson that you worked on with him.

A. Well, it was about how to work with ones and tens, and how to add and carry over from the ones to the tens.

Q. How did you work toward this goal?

A. Well, I divided the math problems into columns of ones and tens and then I let him carry over the tens.

Q. Did he understand?

A. I think, sort of.

Q. Could you have helped him understand this lesson by doing something else?

A. Well, yes. I'm sure I could have, but I was using their book and their problems but my methods.

Q. Please think of one of the children you have helped. What is her name?

A. Deanna.

Q. What does she look like?

A. She is light skinned, short, long hair, brown eyes, a very nice girl.

Q. What grade is she in?

A. First.

Q. How does she act in school?

A. Well, she's a little fast.

Q. Do you think that she likes school?

A. Yes, in a way I do.

Q. Why do you think that?

A. Well, she likes to be around her friends. She is only one in her family and she likes to be around her friends a lot.

Q. Now, tell us about a particular lesson you worked on with her.

A. Well, it's reading. Specifically we worked on the word "Jane."

Q. Did she understand?

A. Yes. If she could read the story straight through, then I knew that she really understood.

Q. Does she like having you work with her?

A. Yes, very much. As soon as I get there, she would run to me like - I don't know what!

Q. Could you have helped her learn that lesson better by doing something differently?

A. Yes. Like sounding out certain parts of the words, like "m," "er" and "th" and things like that.

Q. What is the name of the student you helped?

A. Danny

Q. How does he act in school?

A. He plays around and fights with other kids all the time... just like a normal boy in first grade.

Q. Do you think he likes school?

A. No, because he tells the teacher to shut up and stuff like that.

Q. What was a particular lesson you worked on?

A. Math....he doesn't understand the adding and the subtraction.

Q. What was he supposed to learn?

A. He was supposed to learn the adding sign and the subtraction sign.

Q. How did you work toward that goal?

A. I used fingers and papers and stuff like that.

Q. Did he understand?

A. Yes. The teacher said he has been doing good.

Q. Could you have helped him understand the lesson better by doing something differently?

A. Nope. He said this was the easiest thing that he had ever done and that it helped him better.

Q. What is the name of the student you have been helping?

A. Michael

Q. What grade is he in?

A. First.

Q. How does he act in school?

A. Bad.

Q. Do you think he likes school?

A. Ah.....yeah.

Q. Why do you think that?

A. I don't know.

Q. What was one particular lesson you worked on with him?

A. A Weekly Reader.

Q. What was he supposed to learn?

A. What was happening in the reader.

Q. How do you know he understood?

A. Because he explained it to the teacher.

Q. Did he like having you help him?

A. Yes.

Q. How do you know?

A. Because one day I brought candy. So now he likes me.

APPENDIX D

RESEARCH SUMMARIES

FROM

STUDENT HELPER FEEDBACK SURVEY

MODIFIED STUDENT ATTITUDE SURVEY

TEACHER FEEDBACK SURVEY

SUMMARY AND TALLY SHEET

OF

STUDENT HELPER FEEDBACK SURVEY

1. To the question, "What things did you like?," the most common responses were:

   Helping someone else who needs help
   Getting to know younger kids
   Teaching a little kid something new

2. To the question, "What things didn't you like?," the most common responses were:

   The seminar classes
   When kids didn't act right
   Writing those evaluation sheets after a lesson

3. Of the total 35 student helpers, 25 prepared a "Feedback Survey."

   To the question, "Do you think you helped your students?":

   23 answered "Yes"
   1 answered "No"
   1 answered "I don't know"

   To the question, "Would you recommend this class to a friend?":

   17 answered "Yes"
   6 answered "No"
   2 answered "Maybe"

4. We are interested in the criteria different students use in evaluating student helpers. Below are listed some criteria which have been proposed. Using your own value system, please rank them in order from most important (1) to least important (13,14, or 15).

Criterion	Rank
ability to communicate with teacher	4
ability to follow directions	7
ability to interest students in learning	2
ability to teach skills	6
adherence to classroom and school rules	10
attendance reliability	11
cooperative spirit	9
friendly personality	3
initiative in tutoring	8
interest in children	1

4. (Continued)

Criterion	Rank
neat personal appearance	13
rapport with children	5
respect for authority	12
other (specify) _____	____
other (specify _____	____

The chart below is a facsimile taken from the Final Evaluation Report of the University of Washington Bureau of School Service and Research. The responses are those of the second-semester Meany Middle School Student Helpers.

No formal objectives were written to cover the data presented below, which consist of postest responses to section II and III of the modified "Student Attitude Survey." (See Appendix C)

Item	% Agree	% Disagree	% Omit
I think that elementary schools now do a better job of teaching kids than when I went to elementary school.	64.5	32.5	3
Most of the kids in elementary school seem bored with it.	61.0	39.0	0
The elementary school teachers I know don't seem to understand their students.	32.0	65.0	3
It seems to me that elementary school kids like to learn.	35.0	58.0	7
I think that elementary school teachers work very hard to do a good job of teaching their students.	68.0	29.0	3
I have greater confidence in my ability now than I did before.	61	36	3
I get along with people better now than I used to.	39	61	0
I now understand people better than I did before.	55	42	3
I am more patient now than I was before.	32	68	0
I feel more useful now than I used to.	52	48	0
I am now more considerate of other people than I was before	45	55	0

STUDENTS HELPING STUDENTS (SHS) EVALUATION

TEACHER FEEDBACK SURVEY

I. In this first section, we would like you to consider the SHS concept, irrespective of the particular students assigned to your classroom.

A. On the whole, I would rate the Students Helping Students concept as:

Excellent 22.2% Good 77.8% Undecided 0 Insignificant 0 Poor 0

B. Generally speaking, I would predict that the effects on the student helpers would be:

Excellent 0 Good 100% Undecided 0 Insignificant 0 Poor 0

C. Generally speaking, I would predict that the effects on the elementary students would be:

Excellent 22.8% Good 77.8% Undecided 0 Insignificant 0 Poor 0

D. Generally speaking, I would predict that the benefits to the teachers would be:

Excellent 11.1% Good 77.8% Undecided 11.1% Insignificant 0 Poor 0

II. In this second section, we would like you to consider the SHS program as it actually materialized in your classroom.

A. I believe that the effects on the experience on the student helpers who worked in my classroom were:

Excellent 0 Good 66.7% Undecided 22.2% Insignificant 11.1% Poor 0

B. On the whole, I would rate the effects on elementary students in my classroom as:

Excellent 0 Good 55.6% Undecided 22.2% Insignificant 11.1% Poor 11.1

C. On the whole, the benefits of the SHS program to me were:

Excellent 0 Good 55.6% Undecided 22.2% Insignificant 22.2% Poor 0

III. This section is designed to allow for specific comments and recommendations.

A. The best feature of this program was Help for some elementary children (2); help for some middle school students (2); some excellent tutors (2)

III. Continued:

B. The worst feature of the program was Discontinuity due to team shifts and every-other-day schedule (1); immature helpers in some cases (2); not enough for tutors to do (1); tutors couldn't control children (1); inconvenient time (1)

C. Recommendations, other comments: Better selection of tutors (2); assign same tutors every day (1); more planning time for teachers and tutors together(1)

IV. We are interested in the criteria different teachers use in evaluating student helpers. Below are listed some criteria which have been proposed. Using your own value system, please rant them in order from most important (1) to least important (13, 14, or 15).

Criterion	Rank
ability to communicate with teacher	7
ability to follow directions	5
ability to interest students in learning	2
ability to teach skills	3
adherence to classroom and school rules	11
attendance reliability	9
cooperative spirit	6
friendly personality	10
initiative in tutoring	1
interest in children	4
neat personal appearance	13
rapport with children	8
respect for authority	12
other (specify) _____	____
other (specify) _____	____

Note: These are average ranks based on responses from eight (8) teachers. (one omit)

V. In this final section, we would like you to select three appropriate criteria from Section IV for each sentence and write the corresponding numbers that you gave to them. Then we would like you to assign a rating which reflects your overall evaluation of each student helper's performance in your classroom or with your children.

A. Student Helper's Name _____

This helper was strong in #____ #____ & #____
This helper was weak in #____ #____ & #____

I would rate this helper's performance as:

Excellent ____ Average ____ Poor ____

V. Continued:

B. Student Helper's Name _____

This helper was strong in #____ #____ & #____
This helper was weak in #____ #____ & #____

I would rate this helper's overall performance as:

Excellent ____ Average ____ Poor ____

VI. Please circle one of the choices for this sentence.

I would / would not like to have a student helper again.

APPENDIX E

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BIBLIOGRAPHY

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